Department on Disability Services Training Policy
Objectives and Competencies
Enhanced Training

<div style="background:blue;color:white">**HEALTH and WELLNESS**</div>

Must obtain certification in the following:
- Medication Administration ((only for DSPs who will be required to administer medication (Trained Medication Employees (TMEs))
- Cardio-Pulmonary Resuscitation (CPR)
- American Red Cross Standard First Aid
- Positive Behavior Strategies: (CPI, Mandt, or Behavior Principles and Strategies)

<div style="background:blue;color:white">**CHOICE and DECISION MAKING**</div>

Informed Consent
Participatory Communications and Choice Making

Objective:
- Understand the relationship between choice, dignity of risk and decision making capacity
- Understand under what circumstances a person may need a substitute consent decision maker
- Understand the District's definition of 'presumed capacity'
- Understand the guardianship process and the legal documents necessary for completion
- Understand what informed consent means
- Understand in what situations informed consent is necessary
- Understand the Interdisciplinary Team and support staff's role in the informed consent process
- Understand effective communication skills
- Understand how effective communication can contribute to advocacy, cultural awareness and relationship building
- Understand how empathy can impact effective communication
- Understand the importance of promoting self-advocacy among the people we support
- Understand the importance of educating individuals regarding human sexuality and their rights, sexually transmitted diseases, and steps to prevent sexually transmitted diseases

Competencies:

1. List three benefits of exercising choice and three negative consequences of being denied choice.

2. Describe your role in supporting an individual to make and communicate responsible choices.

Enhanced Training

3. Define 'dignity of risk' and self-determination and explain its role in the life of an individual

4. Understanding the concepts of 'dignity of risk' and self-determination, explain ways we, as supporting staff, can enhance a person's level of independence.

5. How can self-determination assist with a person's role in any decision-making process?

6. Describe informed consent and identify a benefit of informed consent.

7. Explain the purpose of guardianship

8. List three reasons why full legal guardianship should be considered a last resort when a person needs assistance making decisions

9. Identify two alternatives to guardianship and two community services that support guardianship alternatives

10. What is the role of a substituted consent decision maker?

11. Identify participants involved in the substituted decision making process.

12. Define 'presumed capacity' and the circumstances where a District resident is presumed to have decision-making capacity

13. Identify who can determine a person's ability to make decisions

14. With the understanding of 'presumed capacity' within substituted consent decision making, identify and explain the six levels of capacity in which a person is assessed.

15. Identify various advocacy groups for people with disabilities in the District.

16. Describe the skills support staff can develop to assist the person with developing a greater level of independence when making decisions.

17. Describe situations in the support system that can be affected by ineffective communication

18. Define empathy and empathetic listening

19. Identify how can empathetic listening assist the direct support staff with establishing positive relationships with the people we assist?

20. Explain how effective communication and empathetic listening can contribute to advocating on behalf of the person or for the person to advocate for himself/herself.

21. Define sexual orientation

22. Describe our role as staff if a person we serve desires to engage in sexual activity.

23. Identify three sexually transmitted diseases

24. Explain the risks of sexual activity and identify how staff can effectively assist with disease prevention.

Enhanced Training

Advocacy Strategies
Individual Rights

Objective:
- Understand and can use processes designed to safeguard rights, i.e. the provider agency and Department on Disability Services human rights committees
- Understand that people with disabilities are entitled to the same rights afforded to all citizens
- Understand your responsibility to assist the person you support to understand and exercise their rights
- Understand how effective communication can contribute to advocacy, cultural awareness and relationship building

Competencies:

1. Describe the importance of using person first language

2. Provide an example of people first language

3. Identify the basic rights of individuals and describe your role in supporting an individual's rights.

4. Explain how understanding people first language can further empower the people that we serve.

5. What is the purpose of the Human Rights Committee within your agency?

6. Who participates in the Human Rights Committee?

7. Describe the process to report possible rights violations accurately and immediately through the provider Agency as well as through the Department on Disability Services.

8. Describe the role of the Human Rights committee with the provider agency and DDA's Human Rights oversight committee

9. Identify timelines for committee meeting submissions from your agency

10. Describe your role in supporting an individual as they research self-advocacy support and options

11. Describe one way to advocate for a person's right to make their own decisions in each of the following settings: community, home, work, and ISP meeting.

12. Identify various advocacy groups for people with disabilities in the District.

13. Describe how advocacy groups utilize the concepts of 'self-determination', individual rights and 'dignity of risk' to assist the person to advocate for himself/herself.

14. Based upon the person's individual rights, describe your role in advocating for the supports and services provided to a person regarding age, gender, values, sexuality, spirituality, community, food, and language.

Enhanced Training

SAFETY and SECURITY

Abuse, Neglect, and Exploitation
Incident Management and Investigation

Objective:

- Understand conditions that may lead to and strategies for preventing abuse and neglect
- Understand employer and District protocols for reporting incidents and accidents
- Know how to respond if abuse or neglect is suspected or reported
- Understand the '4W/1H' approach to asking appropriate questions related to an incident
- Understand the definitions and signs of abuse, neglect, and exploitation.
- Know which incidents are to be reported and the timeline for reporting
- Understand the consequences of inaccurate and untimely reporting
- Understand the pertinent participants in an incident management investigation
- Understand the role of your agency's Incident Management Coordinator (IMC)
- Understand the law requiring DSPs to be mandatory incident reporters
- Understand the process of reporting incidents to your IMC and the procedures that may occur once the need for an investigation is determined
- Understand how monitoring procedures and documentation are pertinent to the investigative process

Competencies:

1. Define abuse, neglect, and exploitation.

2. Identify three types of abuse, neglect and exploitation.

3. Describe three situations that increase the risk of abuse, neglect, and exploitation.

4. List three behaviors that may be observed of an individual or support staff which characterize that abuse or neglect exist.

5. Describe a repeated injury and provide three examples of a repeated injury

6. Explain potential reprimands that could occur in the event that an incident is not reported

7. Explain how the monitoring process and documentation contribute to information gathering in the event abuse, neglect, and/or exploitation is suspected

8. Define you role as a mandatory reporter.

9. Describe the importance of mandatory reporting and further identify how knowledge of recognizing signs of abuse, neglect and exploitation contribute to mandatory reporting.

10. Explain the agency and District's procedures for reporting incidents.

11. Identify what your role could be in the event of an incident management investigation

12. Identify your agency's incident management coordinator (IMC)

13. Identify the documentation necessary to report issues of abuse, neglect and exploitation and how it will be utilized in the incident management investigation.

14. Identify the participants at your agency who will be involved in the incident management investigations process.

COMMUNITY INCLUSION and RELATIONSHIPS

Community Development: Support Relationships
Supported Employment

Objective:
- Understand community resources to support community participation
- Understand what families need and want from professionals
- Understand the challenges families face when assisting with determining the future of the person to whom we provide services
- Understand the socio-cultural differences in families
- Understand your role as it relates to helping family members participate in the decision making process
- Understand your role to assist with dispelling any concerns related to the person we serve
- Understand the historical events the led to employment opportunities for people with disabilities
- Understand supported employment and identify options
- Understand the assessment process for determining vocational placement

Competencies:

1. Identify the difference between inclusion and integration

2. Explain the historic transition from institutions to community settings.

3. Explain the importance of inclusion and socialization and describe how your role plays a part in assisting the person to be more independent.

4. Explain the importance of encouraging and promoting socialization and inclusion among the people we serve and the surrounding communities in which they live.

5. Identify three participants in the person's circle of support.

6. Explain why it is important to develop a relationship with and get to know the individual you support.

Enhanced Training

7. Describe three characteristics that should be present in a relationship between an individual with disabilities and support person.

8. Describe other important relationships that can be established in a person's life that can promote and support greater independence.

9. Describe three benefits of the person's natural supports

10. Explain the impact family members have on the person's service delivery

11. Describe your role to better serve family members and the person

12. Describe three benefits of person being involved in the community

13. Describe how the roles of "staff" and "individual supported" may interfere with an individual taking more control over his/her life.

14. Explain how natural and community supports can contribute to the person's decision to seek supported employment.

15. Identify developmental areas where people we serve may face difficulty in the decision-making/support process and ways we can support the person and the family members to overcome these difficulties.

16. Define supported employment.

17. Identify events that promoted and supported employment for people with disabilities.

18. Identify the different supported employment options.

19. Identify who assesses the person for employment placement.

20. Identify participants involved in job development for the person.

21. Explain how the staff can contribute to the vocational assessment process based on the relationships he/she has formed with the person.

22. Explain how staff can advocate for a person interested in supported employment options but the assessment options create barriers for the person's desired placement.

Enhanced Training

SATISFACTION

Values Based Decision Making
Person Centered Planning

Objective:

- Understand the current Developmental Disabilities Administration's Individual Support Plan
- Understand support staff roles and responsibilities in developing and implementing a plan with the person, his or her family, and circle or team.
- Understand the difference between person-centered and system-centered.
- Understand the assessment and information collection process to build a person-centered plan
- Understand the importance of recognizing a person's abilities
- Understand supporting the person's values and morals during the decision making process
- Understand that the plan is about the person
- Understand what is 'important to' and 'important for' the person and its impact for developing a person-centered plan
- Understand the principles of person-centered planning
- Understand the benefits of person-centered planning
- Understand the person-centered planning process and who is involved

Competencies:

1. Explain the statement "The individual is the most important person."

2. Define person-centered

3. Identify the difference between person-centered and system-centered

4. Define person-centered thinking.

5. Identify the origins of person-centered planning

6. Identify how person-centered thinking can influence the person-centered planning process.

7. Identify the benefits of person-centered planning.

8. Identify the six core values associated with providing quality services to individuals with disabilities?

9. Define value based decision making

10. Identify how the six core values in the value based decision making process can contribute to the person's fulfillment of desires, wishes, goals, and influence a greater level of independence.

Enhanced Training

11. Explain the difference between what is "important to" and "important for" the person

12. Identify areas in which supports can assist a person when making decisions

13. How does what is "important to" and "important for" effect the decision making process?

14. Identify how what is "important to" and "important for" the person can shape information gathering during the person-centered planning process.

15. Explain how the service delivery system is utilized to ensure proper services are rendered

16. Identify communication strategies and procedures used to determine if a person is satisfied with the services they are receiving

17. How does person-centered planning contribute to the future outlook of the person's life and desired goals?

18. Identify procedures that determine a person's satisfaction with the plan that helps them shape their lives.

19. Explain how those who support the person can utilize the six core values and the understanding of what is 'important to' and 'important for' the person to assist the person to achieve a greater level of independence.

PROFESSIONAL DEVELOPMENT

Coping with Stress and Burnout
DSP Communication

Objective:
- Understand and identify stress levels
- Understand how to recognize how your body responds to stress
- Understand how to recognize stressful situations
- Understand stress management methods that can decrease stress levels or to eliminate stress
- Understand the consequences of unrelieved stress
- Understand how to effectively communicate with the people we serve
- Understand how our environment can influence communication and the ability to make effective choices
- Understand how communication can be enhanced by the use of adaptive equipment
- Understand the importance of an individual's right to make choices
- Know how to complete person-centered progress notes
- Know how to complete medical reports
- Know how to complete an incident reports

Enhanced Training

Competencies:

1. Describe three ways stress can be identified.

2. Identify two stress management techniques

3. Describe how the stress can affect you at work and how management techniques can influence you ability to focus and work more effectively.

4. Identify potential outcomes if stress is not effectively managed

5. Describe at least four communication methods that could be used with a person who is non-verbal.

6. Identify at least five examples of non-verbal behavior.

7. Identify at least three personal and/or environmental conditions affecting communication.

8. Explain how stressors can interrupt proper communication between staff and the people we serve.

9. In your own words, explain your understanding of the concept that "all people communicate."

10. State four purposes served by communication.

11. List five ways you can design or modify a person's environment or use adaptations to support communication and choice-making.

12. Describe two possible messages shown by the body language of a person you support and explain how you came to understand their meaning.

13. Give one example of each low tech and high tech augmentative communication devices an individual may use to communicate.

14. Identify at least three ways to support a person who uses augmentative or alternative communication or Assistive Technology.

15. Explain your role in supporting an individual's right to communicate.

16. Describe how you could integrate communication strategies into at least one informal and one formal daily routine to enhance on-going opportunities for being involved

17. Identify three main events included when writing accurate person-centered progress notes

18. Describe the purpose of progress notes and how it contributes to effective communication within the workplace and to the best practices of effective service delivery.

19. Identify three pieces of general medical information that you need to be aware of for the people you support

20. Describe where you would find the individual's general medical information.

21. Explain the four W and H approach to accurately completing documentation pertinent to the person's level and continuity of care